

DOCUMENT RESUME

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TITLE Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

INSTITUTION Penna Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

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ABSTRACT

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

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COVER PAGE

Title: Exemplary Career Resource Center for Grades 6
through 9 in Pennsylvania

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Beginning and
Ending Dates: January 1, 1974 to June 30, 1974

Estimated
Budget Figure: \$8,262.33

Cooperatively Developed By
Research Coordinating Unit and Vocational Guidance Section
of the Pennsylvania Department of Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ABSTRACT

Title of Project:

Exemplary Career Resource Center for
Grades 6 through 9 in Pennsylvania

Submitted by:

<u>Shari Rogers</u>	(Name)
<u>Penns Valley High School</u>	(Institution)
<u>R.D.#2</u>	(Address)
<u>Spring Mills, Pa 16875</u>	
<u>422-8854</u>	(Telephone)

Total Funds
Requested:

\$8,262.33

Proposed Beginning
and Ending Dates:

January 1, 1974 to June 30, 1974

Summary:

Vocational guidance and counseling, as an inherent function of vocational-technical education, includes the development of a client's understanding of his environment as well as himself. While students may have some general perceptions about occupations and the world of work, they are often vague, erroneous or reveal a lack of specific information. An intensive counseling program is of little value if attention is not given to assisting students in developing career plans with the aid of meaningful and well-planned systems of informational resources.

The proposed project seeks to utilize state level leadership to improve, extend and expand informational services in vocational guidance and counseling. Specifically, the project proposes to establish a career resource center for the primary use by students in grades 6 through 9 in selected Pennsylvania schools.

The proposed center is an outgrowth resulting from three years of extensive research and development efforts in five Pennsylvania schools. The evaluation of the original five CRCs will be drawn upon heavily in establishing the new exemplary center.

Reflecting the intent of the proposed center, the following objectives are established:

1. To collect, evaluate and disseminate accurate and relevant career information.
2. To provide assistance to the center's clientele in locating, evaluating and using career information.
3. To help students integrate self-knowledge with relevant career information.
4. To assist the faculty in integrating information into their instructional activities to support the student's career development.
5. To assist parents in becoming active, concerned and understanding participants in the career development of their children.
6. To utilize community resources in fostering a better understanding of the relationship of education to work.

In order to accomplish the above objectives, a CRC will be established in Penns Valley Area High School.

The center will be staffed by a paraprofessional with special training in the center's operation. Further, the center's

activities will focus upon broadening the career awareness of all students by making available information about the world of work.

BODY

Problem

The complex changes taking place in the occupational structure of the United States have led to an increased concern for the career development needs of students. The need has been emphasized by several researchers who have described the evident lack of planning and direction of high school students concerning their post high school goals. (Holland, 1958; Hoyt, 1962; Reed, 1965; Venn, 1964)

The information service within guidance and counseling has sought to provide students with current, accurate and understandable career information. There is general agreement that the making of career choices by students is enhanced through the effective use of such information. (Levitan, 1966)

However, in many school systems providing appropriate career information materials is more a goal than a reality. The available materials come from diverse sources with varying formats and usually lack applicability to local situations. Much of the career information is also out of date due to the inescapable time lag inherent in conventional production and dissemination procedures. Traditionally, our best career information materials have dealt with professional careers but even these lack the objectivity desirable when students must make choices based upon factual information.

The problem that exists is twofold in nature--the apparent deficiencies which exist in available career information resources and inadequate methods of dissemination and utilization of such resources when they are available. The situation is especially

critical at the 6-9 grade level. The career information resources available to students during these critical years is minimal. The proposal project outlines how the Research Coordinating Unit and the Vocational Guidance Section of the Pennsylvania Department of Education, working cooperatively with selected schools, will seek to improve the information resources for grades 6 through 9. The project will incorporate tested and proven innovations resulting from recent research and development activities with model CRCs in Pennsylvania.

To serve the career needs of young people, the goals of education must be realistic in terms of what the individual can do and who he is. Thus, all of education which assists the student to discover these things about himself serves a career development purpose. Education must develop the "potential of interagency cooperation in mustering expertise and experiences which can combine to respond to individual characteristics in a manner more effective than can any given set of specialists or any one setting or agency. . . . Only concerted dialogues between all the potential participants in improving a student's career development will provide the necessary ingredients so important to the acquisition of vocational identity and competence." (Herr, 1969)

Related Research

The proposal is made following three years of research and development efforts in five career resource centers in the state, an extensive study of the literature, continuous dialogue with agencies within the governmental structure of the Commonwealth of Pennsylvania and other state offices; onsite inspection and evaluation of the Career Information Center (Project VIEW), San Diego, California; the Computerized Vocational Information Services (CVIS), Villa Park, Illinois; the Career Guidance Resource Center, Newton, Massachusetts; the Computer Assisted Occupational Guidance Program developed by Dr. Joseph T. Impelliteri of The Pennsylvania State University; sponsorship of career information preparation at Slippery Rock State College; attendance and participation at numerous conferences dealing with the vocational aspects of guidance; and continuous communication with commercial representatives involved in the preparation and dissemination of career information and the development of new mediums for such dissemination.

The creation of a setting for the efficient organization and management of the information service has been demonstrated at the Newton High School in Newton, Massachusetts. The Career Guidance Resource Center, a project planned by a team of graduate students from Harvard University and the Pupil Personnel Services staff of the Newton Public Schools, represents the integration of three separate but highly related guidance services--the career information service, the placement service and the follow-up service.

The Center serves as a clearinghouse for the dissemination of career information to students through various media, ranging from the traditional paper occupational briefs to a computerized career exploration system. (Tiedman, 1969) The proposed project represents how the individual efforts of many can be organized and coordinated into a single operation and administered by a specialist in career information.

The Newton project demonstrates that when good career information materials are available, students will seek them out. Teachers and counselors referred students to the Center both for exploratory purposes and to determine the answer to specific educational and occupational questions. The Center specialist found group techniques an effective dissemination tool when attempting to reach large numbers of students. Placement and follow-up activities were effectively coordinated in the total service and met with corresponding success.

The Center also initiated placement (part-time, summer and permanent) and work-study activities, including the development of an orientation program for students who will be making the transition from the educational setting to job experience. Other research points to the value of these activities as "bridging the gap" for future workers. (Parr, 1963; Huffman, 1967). The emphasis on simulation of work tasks as an orientation activity has also been supported by recent projects. (Impelliteri, 1968; Krumboltz, 1967).

The Career Guidance Resource Center fills a large void which existed in the guidance service at Newton High School and one which presently exists in most guidance programs. The accomplishments of

Newton project provide a model for the development of an effective and efficient career information service in the schools of Pennsylvania. (Circle, 1968)

Further, the research and development efforts in the five model Pennsylvania sites provided valuable input into the development of this proposal. The evaluative reports of Lewis (1973) enabled the proposal developer to incorporate proven materials, supplies and activities into the proposed center.

Objectives

Reflecting the purpose of the proposed project, the following objectives are established:

1. To collect, evaluate and disseminate accurate and relevant career information.
2. To provide assistance to the center's clientele in locating, evaluating and using career information.
3. To help students integrate self-knowledge with relevant career information.
4. To assist the faculty in integrating information into their instructional activities to support the student's career development.
5. To assist parents in becoming active, concerned and understanding participants in the career development of their children.
6. To utilize community resources in fostering a better understanding of the relationship of education to work.

Procedure

This proposal is designed to create a setting for the proper utilization and dissemination of career information in grades 6 through 9. In order to demonstrate realistic techniques and procedures of career information dissemination, it is proposed that an exemplary career resource center be established. A primary activity of each career resource center will be the collection, synthesis and

placement of the best career information resources which are currently available from commercial and other sources and the institution of an organized system for their dissemination to students.

To accomplish this task, it is first necessary to identify the informational needs of the student population. While each center will attempt to broaden the career awareness of all students by making available information about the "world of work," the community structure (e.g., urban, rural, industrial, etc.) will exert certain influences on the young person which may be reflected in his personal needs for career information.

Certain traditional informational resources (e.g., Dictionary of Occupational Titles, Occupational Outlook Handbook) will serve as the basis of the resource collection which will include both occupational and educational information. The career resource center will attempt to identify new ways of utilizing these standard materials as well as devote considerable attention and effort to the identification, evaluation and utilization of new resources as they are developed or become available commercially.

The career resource center staff will solicit and employ the voluntary services of workers from various walks of life to serve as human resources who will be available to relate to the students, individually or in small groups, their experiences as members of specific work fields. (Mullen, 1968; Leonard, 1967; Yunker, 1967) Additional human resources might include recruitment of representatives from the armed services and employment counselors from the Bureau of Employment Security.

Resources designed for use by special subgroups within the school population (e.g., minority groups, potential dropouts, women, exceptional students, etc.) will also be identified and acquired.

(Martin, 1967; Sherman, 1967)

Many commercial resources are available in a variety of dissemination mediums, including publications, films, filmstrips, tapes and records. The model career resource center will employ any vehicles which have been proven effective with students. (Martin, 1967; Lewis, 1973; Dittenhafer, 1973)

Career games, simulating work decisions and experiences, will also be used at the career resource center. (Barbula, 1967; Varenhorst, 1968)

Services

Given the appropriate resources, the basic function of the career resource center will be to provide those services which will affect the dissemination of career information to students. The individual responsible for the organization, administration and implementation of these services will be the career resource specialist, selected and trained to perform this specific role.

The career resource specialist will be a paraprofessional employed by the local district. The cooperating agencies in the Pennsylvania Department of Education will provide in-service training for the paraprofessional. The Department will utilize current directors in operational career resource centers as consultants for the training. The consultants can provide proven implementation procedures to guide the establishment of the proposed center. The

consultant in turn will spend one day with the paraprofessional at the proposed site to assist in establishing the new center.

The career resource specialist will work cooperatively with the professional guidance staff in the school. The relationship should provide the necessary autonomy to the career resource specialist while directly supporting the on-going guidance program.

In order to establish the above relationship, one professional counselor will be designated to work directly with the paraprofessional (three periods/one week minimum). The designated individual will assist the resource specialist in establishing and managing the center. The counselor will also attend the in-service sessions.

A key factor to the success of the project will be the creation of a setting or atmosphere where students feel free to explore and study educational and occupational possibilities. Through exploration and study, students can make comfortable and constructive decisions. The career resource center must serve students, counselors, parents, teachers and others to become as essential a resource to the school as the library.

Personnel

The ultimate success or failure of a career resource center may depend on the personnel hired to operate the center. The staff must be knowledgeable about changing career patterns in the local area as well as national trends. The personal resources brought to the job by the staff should foster the development of cooperative relationships with administrators, faculty and students.

As noted under the procedures section, the center's staff will consist of a paraprofessional under the guidance and supervision of a presently employed counselor. Supportive staff could develop as the career resource center increases in number of activities. The supportive staff might include community and/or parent volunteers, students and others with interest in the center. The paraprofessional, after in-service training, will have prime responsibility for the day-to-day operation of the center.

Specifically, the paraprofessional will assume the following duties:

1. Work with students, individually and collectively, in the selection and use of career information resources.
2. Assist counselors, faculty and other significant groups in the selection and use of appropriate career information materials.
3. Establish lines of communication with persons and groups involved in the operation of the career resource center. This will involve local school personnel, representatives from the business and industrial community and consultants from the Pennsylvania Department of Education.
4. Correlate the information service with other guidance and school functions.
5. Organize the systematic selection, collection, utilization and dissemination of materials.

6. Provide the necessary in-service and orientation activities to fully define the purpose of the career resource center and to explain its operation to students, staff members, parents, etc.
7. Develop activities (e.g., consultants, field trips) for the utilization of human resources.
8. Evaluate the operation of the career resource center.

Dissemination

Continuous dialogue will be maintained between the project and similar programs in Pennsylvania. In addition, all public and private groups concerned with the vocational aspects of guidance and counseling will be apprised of project developments. All agencies interested in the improvement of the career information service in vocational guidance can avail themselves of the knowledge gained from the proposed activities, an element which will be mutually beneficial to all projects.

The results of the project will be disseminated through the use of the following techniques: (1) regional staff development programs; (2) individual consultation with guidance personnel on the improvement, extension and expansion of the career information service; and (3) a final report will be submitted to the Department of Education for incorporation into existing dissemination channels; i.e., VEIN, ERIC.

Facilities and Equipment

In order for the career resource center to function effectively, it is essential that adequate physical facilities be provided. The school district agrees to set aside an area about the size of a regular classroom for the proposed career resource center. The proposed area will be examined and must meet the approval of the Department of Education personnel involved with the project.

Upon approval by the Department of Education, the room will be equipped with comfortable chairs and work stations, pictures, bulletin boards and such items necessary to contribute toward a desirable psychological atmosphere. Hopefully, the career resource center can be located in close proximity to the other guidance facilities in the school. The concept that the center is a part of the total guidance effort of the school will be enhanced by such a physical arrangement.

Evaluation

The CRC's paraprofessional will be responsible for collecting data for the evaluation of each objective previously stated. Details of the data collection procedures will be given at the in-service meetings.

CAREER RESOURCE CENTER EVALUATION

1. How many times did you use the career resource center? _____

2. Did you find the materials accessible and organized?

Yes _____ No _____ Sometimes _____

3. Did you find the equipment in good working condition?

Yes _____ No _____ Sometimes _____

4. Did you find the materials up-to-date?

Yes _____ No _____ Sometimes _____

5. Did you find the information you needed?

Yes _____ No _____ Sometimes _____

6. Please check your reason for visiting the career resource center.

Counselor's Suggestion _____

Teacher's Suggestion _____

Parent's Suggestion _____

My Own Choice _____

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BUDGET

Personnel

1 Paraprofessional @ \$18.00 per day for 90 days	\$1,620.00
1 Guidance Counselor @ \$40.00 per day for 3 days . . .	120.00
1 Consultant @ \$100.00 per day for 2 days	200.00

Benefits

15 per cent of salaries for Paraprofessional and Guidance Counselor <u>only</u>	261.00
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Travel

1,000 miles @ \$.12 per mile for Paraprofessional, Guidance Counselor and Consultant	120.00
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Office Supplies

Paper, pencils, etc. @ \$10.00 per month for 6 months .	60.00
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Communications

Telephone @ \$6.00 per month for 6 months	36.00
Postage @ \$8.00 per month for 6 months	48.00

<u>Equipment</u>	1,838.50
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<u>Materials</u>	<u>3,958.83</u>
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GRAND TOTAL	<u><u>\$8,262.33</u></u>
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EQUIPMENT*

<u>Unit</u>	<u>Vender & Description</u>	<u>Total Cost</u>
2	DuKane Automatic Sound Filmstrip Projector Cassette 28A11A @ \$275.00 each	\$ 550.00
3	Super Scope C-101 Cassette Recorder @ \$43.50 each	130.50
1	Murdock Listening Center LC-MAD-IV @ \$30.00 each	30.00
1	Murdock MAD1-1 Audio Deck - 8 Headsets @ \$90.00 each	90.00
2	Kodak Ektalite 120 Readers @ \$100.00 each . . .	200.00
2	Bulletin Boards @ \$50.00 each	100.00
2	File Cabinets @ \$75.00 each	150.00
2	Units of Shelving @ \$51.00 each	102.00
1	Pamphlet Rack @ \$100.00 each	100.00
2	Carrel with Light @ \$92.00 each	184.00
1	50 x 50 Dalite Video A Lenticular Screen @ \$62.00 each	62.00
1	Bennet File Plan @ \$20.00 each	20.00
	Interstate Printing & Publishing Co. Jackson Street Daneville, Illinois 61834	
1	Lighted Viewer @ \$120.00 each	<u>120.00</u>
	Chronicle Guidance Publishers Moravia, New York 13118	<u>\$1,838.50</u>

* Most of the equipment can be purchased from local venders.

MATERIALS*

<u>Unit</u>	<u>Vender & Description</u>	<u>Total Cost</u>
<u>Cassette & Film Strip Sets</u>		
Guidance Associates Pleasantville, New York 10570		
1	High School Course Selection and Your Career . .	\$ 42.00
1	Choosing Your Career	42.00
1	I Wish I'd Known That Before I Went to College .	42.00
1	A Job That Goes Some Place	42.00
1	Linking Your Job and Your Life	42.00
1	Trouble at Work	42.00
1	On the Job: Four Trainees	42.00
1	Your Future Through Vocational Education	42.00
1	You and Your College Entrance Exam	42.00
1	An Overview of Technical Education	42.00
1	Preparing for the Jobs of the 70's	42.00
1	What You Should Know Before You Go to Work . . .	42.00
1	Your Job Interview	42.00
1	Job Hunting: Where to Begin	42.00
<hr/>		
<u>Cassette Series</u>		
McGraw-Hill Book Co. New York, New York 10001		
1	Agriculture and Industry	57.50
1	Children's World Series	32.50
1	Community Helpers Set I	41.00

* Most of the materials can be purchased from local venders.

<u>Unit</u>	<u>Vender & Description</u>	<u>Total Cost</u>
1	Community Helpers Set II	41.00
1	Types of Cities	57.50
1	Systems In Our City	49.50
1	Family Living Set II	57.50
1	Family Living Set III	57.50
1	School Series	57.50
1	World of Economic Series	49.00
1	World of Work Set I & II	110.00
1	World of Work Set II	110.00

Cases of Cassettes
(Occupational Series)

Educational Sensory Programming
Route 1, Box 418A
Jonesboro, Arkansas 72401

1	Case 1 (201 to 224)	105.84
1	Set of 6 Cassettes @ \$4.90 (803, 814, 820, 824, 833, 839)	29.40
1	Case 2, 3, 4 and 5 (Case 2: 4501 to 4525; Case 3: 4526 to 4550 and Case 4: 4551 to 4575)	436.59

Kits & Games

Science Research Inc.
259 East Erie Street
Chicago, Illinois 60611

1	Occupational Exploration Kit	107.00
1	Widening Occupational Roles	170.00
1	Job Experience Kit	130.00
1	Career Information Kit	329.00
1	Focus on Self-Development	212.00

<u>Unit</u>	<u>Vender & Description</u>	<u>Total Cost</u>
	Careers, Inc. P.O. Box 135 Largo, Florida 33540	
1	Desk Top Career Kit J.H.S.	114.50
	Harcourt, Brace & Jovanovitch 757 Third Avenue New York, New York 10017	
1	Psychology Today Game - Set of 10	50.00
	Finney Co. Minneapolis, Minnesota 55401	
1	Occupational Guidance Series - 5 Units Plus Rack	320.00
	U.S. Government Printing Office Division of Public Documents Washington, D.C. 20402	
2	Occupational Outlook Handbook @ \$5.00 each . . .	10.00
1	Dictionary of Occupational Titles (DOT) - 3 Volumes @ \$10.00 each	30.00
	J. G. Ferguson 6 North Michigan Avenue Chicago, Illinois 60602	
1	Encyclopedia of Careers	10.00
2	Career Opportunities @ \$12.00 each	24.00
	CCM Information Corp. 909 Third Avenue New York, New York 10022	
1	College Bluebook	90.00

<u>Unit</u>	<u>Vender & Description</u>	<u>Total Cost</u>
	Chronicle Guidance Publishers Moravia, New York 13118	
1	College View Deck	85.00
1	Occupational View Deck	85.00
	Vocational Guidance Manuals Universal Publishing Co. New York, New York 10022	
1	Vocational Guidance Manual Set	107.00
	Guidance Associates Pleasantville, New York 10570	
1	Careers in Depth Series - 45 books	145.00
	Educational Testing Services Princeton, New Jersey 08540	
30	Deciding Booklets @ \$2.00 each	60.00
		<u>\$3,958.83</u>

PROJECT CONTINUATION AGREEMENT

The Penns Valley Area School District

resolves that it will agree to serve as the sponsoring agency for the establishment and operation of an exemplary project funded under Section 142(d), Part D, of the Vocational Amendments of 1968 entitled Exemplary Career Resource Center for Grades 6 through 9 in Pennsylvania.

The Board further agrees to support the continuance of the successful elements of the project with local funds after June 30, 1974.

Date:

Dec 14, 1973

Joseph W. Myers
President of School Board